

# Thurstonland & Stocksmoor OSC

Inspection report for early years provision

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<b>Unique reference number</b>	311514
<b>Inspection date</b>	22/10/2008
<b>Inspector</b>	Alan Parkinson
<b>Setting address</b>	Thurstonland Endowed (C) First School, Marsh Hall Lane, Thurstonland, Huddersfield, West Yorkshire, HD4 6XD
<b>Telephone number</b>	01484 222818
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Thurstonland and Stocksmoor Out of School Club is a voluntary organisation, managed by a committee of parents. It opened in 1999 and operates from a converted barn, in the grounds of Thurstonland Endowed ( C ) First School, in the village of Thurstonland near Holmfirth. It is registered with the Early Years Register, and the Compulsory and Voluntary Childcare Register. A maximum of 12 children may attend the club at any one time. The club is open each weekday from 08.00 to 09.10 and 15.30 to 17.45 in school term time. There is a fully enclosed outdoor play area.

There are currently 45 children on roll aged from three to 11 years. Although the club is able to support children with learning difficulties or disabilities, there are currently none on roll.

The club employs two staff who have appropriate qualifications and experience.

## **Overall effectiveness of the early years provision**

Thurstonland and Stocksmoor Out of School Club meets the needs of all children who attend. The setting is clean and well-equipped and the children are appropriately cared for in a welcoming environment. Relationships between staff, children, their parents and the school are a key strength. Systems for self-evaluation are limited. Consequently, planning is not always effective in identifying opportunities to further develop the children's learning. The setting has a positive attitude to inclusion and ensures that all children are actively engaged. There is a good range of resources for the children to select from thus ensuring that all children are involved in appropriate activities and enjoy their time in the club.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- create systems for self-evaluation to further develop planning and learning opportunities for the children
- ensure that all personnel documentation is kept securely on site and available for inspection

## **The leadership and management of the early years provision**

Recommendations raised at the last inspection have been addressed and implemented and the setting shows a good capacity to improve.

A comprehensive set of required policies and procedures are in place and are made available to parents. Many of these policies and procedures have recently been

reviewed and updated. Risk assessments are in place and the children are made aware of safety matters which are effective in identifying and minimising potential hazards.

There are effective systems for gaining information about the children and the setting has full records of parental consent forms relating to medical matters, photographic images and off site activities. For example, the application of suntan cream by staff, and to allow photographic images of their children to be taken, thus ensuring that the children are safe. There is also a good system for recording accidents and first aid treatments.

The close working partnership between the setting and the school results in a coordinated approach to the welfare of the children. Children are signed in on arrival to each session and signed out when they are collected by their class teacher at the start of the school day or by the nominated adult at the end of their after school session. This ensures that the children feel safe and secure. Parents receive very good information on the provision and are kept very well informed through the publication of the Out of School Club newsletter and a notice board where weekly activity lists are displayed.

The setting is well-organised and the children are adequately supervised at all times. The staff recruitment procedures require all staff to have the necessary checks to ensure the safeguarding of the children. However, not all relevant personnel documentation is kept on site.

A broad range of activities and resources are available and suitable for purpose. Both indoor spaces enable the children to take part in activities in a safe environment. The activity planning sheets and indoor and outdoor area risk checklists are also posted on the Out of School Club noticeboard and available for parents to see. Although activities are planned on a weekly basis, there is no formal evaluation. However, the Lead Co-ordinator continues to develop the provision and at appropriate times of the year, work relating to specific festivals or themes is included.

## **The quality and standards of the early years provision**

There is a good range of resources provided for the children to freely select from. All children are actively involved in the activities and showed that they were able to work both independently or together. They supported each other when necessary thus showing a development of positive relationships.

Children are supported by staff in their activities, although there was limited evidence of staff actively using opportunities to encourage and further develop mathematical and reading skills. Although planning of activities is in place, the evaluation does not always identify areas where children's learning can be supported and developed further.

Children are happy, and confidently to talk to visitors. An entry from a parent about her son in the 'Complaints & Compliments' book states, 'He doesn't enjoy the

morning sessions as much as the evening ones', when asked why not, he responded, 'Because they are not as long as the evening sessions'.

Children's health and well-being is promoted by staff. Healthy snacks available to the children included milk and fruit portions. Children are actively involved with the serving of snacks during the afternoon session. This demonstrated a positive contribution to the setting and also developed hygiene standards by ensuring that the children washed their hands properly. They also tidy up and put resources away at the end of the sessions. Weather permitting, all children have the opportunity to enjoy physical activity both in the outdoor play area or at the nearby Thurstonland Recreational Ground thus promoting a healthy lifestyle.

Children demonstrated their development of skills for the future through their independent learning, decision making and responses towards others. Relationships between staff and children and between children and other children are very good. The behaviour of the children is generally very good. Children also demonstrated personal development by using 'please' and 'thank you' when responding to questions. For example, 'would you like a drink of milk'. If a child did not respond appropriately, this was challenged by the member of staff.

Detailed risk assessment checks are carried out and recorded on both the indoor and outdoor areas prior to use and any health and safety matters were brought to the children's attention when necessary. For example, telling the children about the wet leaves and twigs on the playground area prior to playing in the outdoor area is effective in identifying and minimising potential hazards.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.